



**2024-2025**

**Northwood-Kensett**

**High School**

**Course Book**

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# Welcome to Northwood-Kensett Community Junior-Senior High School

*A note from the counselor..*

*This booklet has been prepared as a resource for you to use as you update your four-year plan and schedule your academic future. Please study it carefully before making your course selections. Northwood-Kensett Schools encourage students to take advantage of all the course offerings that are available. A balanced four-year curriculum plan will better ensure academic success. Students in grades 8-12 will be required to develop & revise their four-year plans each year. First, they will complete drafts using ISU MAP. Then, hard copies will be updated with the counselor. High School students are expected to complete, update and yearly submit their four-year plan both digitally and via paper copy to the counseling office.*

*When selecting courses, pay special attention to:*

- *high school graduation requirements.*
- *college core entrance requirements.*
- *your area(s) of interest.*
- *requirements at post secondary institutions at which you may enroll after high school.*
- *prerequisites to courses you wish to take (Some courses require that you successfully pass certain other courses first).*
- *four-year curriculum plan based upon the interests you have identified through your career investigation training.*

*Post-high school entrance requirements are determined individually by each higher learning institution. You will need to do some research to determine what core courses you need. Students should begin estimating their Regent Admissions Index Score (RAI) in the first semester of their 10th grade year. Please stop by the counseling office and make an appointment for assistance or talk with the counselor at your convenience.*

*You are not alone in the course selection process. Consult your parents, teachers, counselor or prospective college admissions office if you have any questions about classes.*

*Mrs. Hansen  
School Counselor*

## **ANNUAL NOTICE OF NONDISCRIMINATION**

The Northwood-Kensett CSD offers career and technical programs in the following areas of study: Agricultural, Food and Natural Resources; Applied Science, Technology, Engineering and Manufacturing; Business, Finance, Marketing and Management; Human Services

It is the policy of the Northwood-Kensett Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. This institution is an equal opportunity provider.

There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Keith Fritz, Principal, 704 7<sup>th</sup> St., Northwood, IA 50459. (641) 324-2021 x101, [kfritz@nkvikings.com](mailto:kfritz@nkvikings.com). Inquiries may also be directed in writing to the Office for Civil Rights, Chicago Office U.S. Department of Education John C. Kluczynski Federal Building 230 S. Dearborn Street, 37th Floor Chicago, IL 60604 Telephone: (312) 730-1560 Facsimile: (312) 730-1576 Email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov) or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA, 50319-0146, (515) 281-5295.

**504 Coordinator:** Brian Costello, Elementary Principal, 1200 1st Ave N, Northwood, IA 50459, Phone 641-324-1127 x201, [bcostello@nkvikings.com](mailto:bcostello@nkvikings.com)

**Affirmative Action Coordinator:** Brooke Johnson, Human Resources Director, 1496 480th Street, Northwood, IA 50459, Phone 641-324-2021 x304, [bjohnson@nkvikings.com](mailto:bjohnson@nkvikings.com)

# College Entrance Requirements

Students who wish to enter the Iowa 4-year universities directly from high school will be considered for admission based upon four factors: ACT composite score, high school grade point average, high school class rank (percentile), and number of high school courses completed in the core subject areas.

A Regent Admission Index (RAI) score will be calculated for each applicant, based on the following equation:

$$RAI = (2 \times ACT \text{ composite score}) + (1 \times \text{high school rank}) + (20 \times \text{high school grade point average}) + (5 \times \text{number of high school courses completed in the core subject areas})$$

*Note: For purposes of calculating the RAI, ACT composite score has a top value of 36 (SAT scores will be converted to ACT composite equivalent); high school rank is expressed as a percentile, with 99% as the top value; high school GPA is expressed on a 4-point scale; and number of high school courses completed in the core subject areas is expressed in terms of years or fractions of years of study.*

To calculate your unofficial Index score use the online [RAI Calculator](#).

Applicants who achieve at least a 245 RAI score and who meet the minimum high school course requirements are guaranteed admission. Applicants who achieve less than a 245 RAI score but meet the minimum high school course requirements will be considered for admission on an individual basis.

Applicants from high schools that do not provide class rank will be considered for admission on an individual basis.

## Minimum High School Course Requirements for Admission

Students who wish to enter an Iowa University directly from high school must also meet the minimum high school course requirements for admission as indicated below:

Subject	Requirement	Description
English	4 years	Includes English 9-12, CCE & AP Literature, Speech, and Comp. courses.
Mathematics	3 years	Must include equivalent of algebra, geometry, and advanced algebra. Notice that Pre-Algebra and Gen. Business Math are not included.
Science	3 years	Need at least two of the following: Biology, Chemistry, or Physics Physical Science and Anatomy/Physiology also count toward science requirements
Social Studies	3 years	All social studies classes offered through AP, CCE & at N-K count toward the required social studies credits.
Electives	2 years	Many colleges require 2-4 years of Spanish/foreign language for acceptance.

\*Two years of one foreign language in high school with a C or above in the last course meets the minimum university admission requirement. The university highly recommends that students fulfill this requirement of four years while in high school to meet the university graduation requirement. Regent Universities usually state that students with three years of foreign language (3 years of a single language) will satisfy foreign language requirements at the collegiate level. Simply stated, two years of foreign language at the high school level will get you in but not out of college. You will most likely need to achieve a higher level of proficiency than two years in high school (tuition at your expense) during your college experience. Students with three years or more are usually not questioned about foreign languages at the college level unless their areas of study require it. It is wise to check with your prospective college about their individual foreign language requirements.

# Credits

A credit is defined as a course taken for eighteen weeks (one semester). A unit is defined as a course taken for thirty-six weeks, (a full year). One credit is available for each semester length course except physical education which earns 1/4 credit for each semester. All courses listed except Physical Education and Life Skills Portfolio will be considered in the student's cumulative grade point average. A 1 or 2 semester hour college credit course will earn .5 credits at our high school level. A 3, 4 or 5 semester hour college credit course will earn 1 credit at our high school level. College Semester Hour Credits are determined differently than high school credits. Generally, college credits are figured by the number of hours in the classroom in contact with the instructor.

## Early Graduation

**Code #505.7**

Generally, students will be required to complete the necessary course work and graduate from high school at the end of grade twelve. Students may graduate prior to this time if they meet the minimum graduation requirements stated in board policy.

A student who graduates early will no longer be considered a student and will become an alumnus of the school district. However, the student who graduates early may participate in prom and commencement exercises.

Approved June, 2005

Reviewed/Revised May, 2013

## Notes

# Northwood-Kensett Core Courses

#			
	Students earn .5 points per semester		
	Course Name	Department	Type/Source
	<b>English/Language Arts</b>		
2	PSEO Speech Communications	Laguage Arts	Concurrent Enr.
5	Eng. 9 Semester 1	Laguage Arts	Standard
5	Eng. 9 Semester 2	Laguage Arts	Standard
6	Eng. 10 Semester 1	Laguage Arts	Standard
6	Eng. 10 Semester 2	Laguage Arts	Standard
33	English 11 S1	Laguage Arts	Standard
33	English 11 S2	Laguage Arts	Standard
34	English 12 S1	Laguage Arts	Standard
34	English 12 S2	Laguage Arts	Standard
17	Spanish 1 Semester 1	Laguage Arts	Standard
17	Spanish 1 Semester 2	Laguage Arts	Standard
18	Spanish 2 Semester 1	Laguage Arts	Standard
18	Spanish 2 Semester 2	Laguage Arts	Standard
19	Spanish 3 Semester 1	Laguage Arts	Standard
19	Spanish 3 Semester 2	Laguage Arts	Standard
20	Spanish 4 Semester 1	Laguage Arts	Standard
20	Spanish 4 Semester 2	Laguage Arts	Standard
24	AP Eng. Language Composition S1&2	Language Arts	Adv. Placement
25	AP Literature and Compostion S1	Laguage Arts	Advanced Placement
25	AP Literature and Compostion S2	Laguage Arts	Advanced Placement
439	Leadership	Laguage Arts	Standard
441	Graphic Novels	Laguage Arts	Standard
437	Books to Movies: YA Lit	Laguage Arts	Standard
438	Film & Criticism	Laguage Arts	Standard
	<b>Math</b>		
49	Algebra 1 Semester 1	Mathematics	Standard
49	Algebra 1 Semester 2	Mathematics	Standard
51	Geometry Semester 1	Mathematics	Standard
51	Geometry Semester 2	Mathematics	Standard
53	Algebra 2 Semester 1	Mathematics	Standard
53	Algebra 2 Semester 2	Mathematics	Standard
54	Advanced Math Semester 1	Mathematics	Standard
54	Advanced Math Semester 2	Mathematics	Standard
56	CCE Calculus 1 Semester 1	Mathematics	Concurrent Enr.
58	CCE Int. to Statistics	Mathematics	Concurrent Enr.
61	CCE Calculus 2 Semester 2	Mathematics	Concurrent Enr.
63	CCE Trig. & Analytic Geometry	Mathematics	Concurrent Enr.
71	CCCE College Algebra	Mathematics	Concurrent Enr.

	<b>Sciences</b>		
93	Science 9 Semester 1	Natural Sciences	Standard
93	Science 9 Semester 2	Natural Sciences	Standard
94	Biology Semester 1	Natural Sciences	Standard
94	Biology Semester 2	Natural Sciences	Standard
102	Applied Chemistry Semester 1	Natural Sciences	Standard
102	Applied Chemistry Semester 2	Natural Sciences	Standard
95	Chemistry Semester 1	Natural Sciences	Standard
95	Chemistry Semester 1	Natural Sciences	Standard
96	Physics Semester 1	Natural Sciences	Standard
96	Physics Semester 2	Natural Sciences	Standard
97	Anatomy/Physiology Semester 1	Natural Sciences	Standard
97	Anatomy/Physiology Semester 2	Natural Sciences	Standard
	<b>Social Sciences</b>		
134	CCE West.Civ. Ancient to Early	Social Sciences	Concurrent Enr.
138	American History Semester 1	Social Sciences	Standard
138	American History Semester 2	Social Sciences	Standard
139	World History Semester 1	Social Sciences	Standard
139	World History Semester 2	Social Sciences	Standard
140	American Government	Social Sciences	Standard
141	Economics	Social Sciences	Standard
142	Sociology	Social Sciences	Standard
143	Psychology	Social Sciences	Standard
149	Current Events	Social Sciences	Standard
158	The 1980s	Social Sciences	Standard
147	AP US Government	Social Sciences	Advanced Placement
148	AP US History S1	Social Sciences	Advanced Placement
148	AP US History S2	Social Sciences	Advanced Placement
152	AP Macroeconomics	Social Sciences	Advanced Placement
153	AP Microeconomics	Social Sciences	Advanced Placement
158	AP Psychology	Social Sciences	Advanced Placement
166	CCE Human Relations	Social Sciences	Concurrent Enr.

The Department of Education in the state of Iowa has determined that the courses originating from Northwood-Kensett labeled as standard above merit Core Status. The Department of Education in the state of Iowa has also determined that the courses originating from Advanced Placement sources are also Core Status. Courses labeled CCE are subject to determination at the discretion of the Department of Education in the state of Iowa and need to be approved on a per course basis with the Department of Education when taken to supplant high school core courses.

# HIGH SCHOOL GRADUATION REQUIREMENTS

All students must successfully complete all required courses and earn 50 credits to meet Northwood-Kensett graduation requirements.

## Graduation Requirements

### 8 Semesters English

Eng. 9, 10, 11, & 12: **Two semesters each** for a total of **8 semesters**.

### 6 Semesters Social Studies

Grade 9: **Two semesters** American History

Grades 10 & 11: **Two semesters** elective of any Social Studies class offered except American History, Government and Economics.

Grade 12: **One semester** of Economics, and **one semester** of Government

### 6 Semesters Math

**(Math courses must be taken in progression. You need administrative or teacher approval to take math out of sequence. Your initial entrance level will be determined in grades 7 & 8.) Sequence generally is (PreAlgebra or Algebra 1, Geometry Concepts or Geometry, Advanced Algebra, Advanced Math, CCE Trigonometry and Analytical Geometry, and CCE Calculus 1 & 2. General Business Math is recommended for students who are interested in functional skills such as income tax, loan interest etc. Note that Pre Algebra is not awarded Core Status and will not count in RAI configuration, nor will General Business Math.**

Grade 9: **Two semesters** of Algebra 1, Geometry, Algebra 2, or Pre-Algebra depending on Jr. High recommendations

Grade 10: **Two semesters** of Algebra 1, Geometry, Algebra 2, or Advanced Math

Grade 11-12: **Two semesters** of Geometry, Advanced Algebra, Advanced Math, or General Business Math

### 6 Semesters Science

Grade 9: **Two semesters** of Science 9

Grade 10: **Two semesters** of Biology

Grades 11-12: **Two semesters** either Chemistry (College Prep.) or Applied Chemistry

### 8 Semesters Physical Education (2 Credits)\*

Grades 9-12: **8 semesters** of Physical Education (2 credits total unless waived)

**1 Semester Financial Literacy (1 Credit)** in Grade 11 or 12

**1 Semester Health Education (1 Credit)** in Grade 9, 10, 11, or 12

### Life Skills Portfolio Credit

Students must complete Life Skills Portfolio Requirements over their high school careers. One semester credit is awarded at the end of grade 12. (Certain objectives are mandatory depending on teacher decision.)

Required courses number 29. Students must complete 20 elective (*that means you choose based upon your career investigation data, your area of interest and requirements at any post secondary institution at which you may wish to enroll in the future.*) courses for a minimum of 49 total credits required for graduation.

**\*Given unique circumstances**, a student may waive Physical Education with administration approval if academic scheduling causes schedule conflict. Contact the office for details. The waiver must conform to the rules and regulations of the State of Iowa. All students are required to enroll in seven classes daily.



The courses listed below are required for graduation from our high school. Total credits required for graduation are 50. Your total number of requirements are 27. You will need 1 Life Skills credit. You will need 1/4 Credit of Physical Education each semester unless waived. You will need at least 20 Elective Credits.

Worksheet compiled for \_\_\_\_\_

You will be required to complete your Life Skills components in grades 9-12.

Course Name and Number	No. of Credits	Year Scheduled	Taken/Scheduled
You will need <u>8 Semesters</u> of English. You must take English 9 ,10,11& 12.			
English 9 #5	1 Semester 1	Grade 9	
English 9 #5	1 Semester 2	Grade 9	
English 10 #6	1 Semester 1	Grade 10	
English 10 #6	1 Semester 2	Grade 10	
English 11 #33	1 Semester 1	Grade 11	
English 11 #33	1 Semester 2	Grade 11	
English 12 #34	1 Semester 1	Grade 12	
English 12 #34	1 Semester 2	Grade 12	

You will need 6 Semesters of the following math Courses in sequence depending upon your entry level.

Pre-Algebra #72	1 Semester 1	Grade 9	
Pre-Algebra #72	1 Semester 2	Grade 9	
Algebra 1 #49	1 Semester 1	Grade 9 or 10	
Algebra 1 #49	1 Semester 2	Grade 9 or 10	
Geometry #51	1 Semester 1	Grade 10 or 11	
Geometry #51	1 Semester 2	Grade 10 or 11	
General Business Math #52	1 Semester 1	Grade 11 or 12	
General Business Math #52	1 Semester 2	Grade 11 or 12	
Algebra 2 #53	1 Semester 1	Grade 11 or 12	
Algebra 2 #53	1 Semester 2	Grade 11 or 12	
Advanced Math #54	1 Semester 1	Grade 11 or 12	
Advanced Math #54	1 Semester 2	Grade 11 or 12	

Course Name and Number	No. of Credits	Year Scheduled	Taken/Scheduled
You will need <u>6 Semesters</u> of Natural Sciences. You must take Science 9, Biology, and Chemistry			
Science 9 #93	1 Semester 1	Grade 9	
Science 9 #93	1 Semester 2	Grade 9	
Biology #94	1 Semester 1	Grade 10	
Biology #94	1 Semester 2	Grade 10	
Chemistry #95	1 Semester 1	Grade 11 or 12	
Chemistry #95 or	1 Semester 2	Grade 11 or 12	
Applied Chemistry #102	1 Semester 1	Grade 11 or 12	
Applied Chemistry #102	1 Semester 2	Grade 11 or 12	
Anatomy/Physiology #97	1 Semester 1	Grade 11 or 12	
Anatomy/Physiology #97	1 Semester 2	Grade 11 or 12	
Ecology #98	1 Semester 1	Grade 11 or 12	
Ecology #98	1 Semester 2	Grade 11 or 12	
Physics #96	1 Semester 1	Grade 11 or 12	

Physics #96	or	1 Semester 2	Grade 11 or 12	
You will need <u>6 Semesters</u> of Social Sciences. You must take American History, Government, and Economics. The other two Semesters are Elective.				
American History #138		1 Semester 1	Grade 9	
American History #138		1 Semester 2	Grade 9	
American Government #147		1 Semester	Grade 11 or 12	
Economics #141	&	1 Semester	Grade 11 or 12	
World History #139		1 Semester 1	Grade 10or11	
World History #139	or	1 Semester 2	Grade 10or11	
Sociology #142	or	1 Semester	Grade 10,11or12	
Psychology #143	or	1 Semester	Grade 10,11or12	
Current Events #149	or	1 Semester	Grade 10,11or12	
The 1980s #158	or	1 Semester	Grade 10,11or12	
You will be required to take Physical Education every semester unless the principal/counselor waives the class due to scheduling difficulty.				

**The schedule for the 2024-25 year is located on a separate sheet for your convenience. A link can be found on the school web site main page.**

### Northwood-Kensett Registration Form 2024-2025

These pages are worksheets provided for you convenience.

**You must take 7 classes daily. You must have 50 credits including Portfolio credit to graduate.**

*One semester of health is required for the class of 2025 and beyond.*

Name \_\_\_\_\_ Career Cluster Area \_\_\_\_\_

for **9th GRADE** year REQUIRED: English 9, Am. History, Science 9, Math in Progression, PE, Portfolio

*Semester 1*

*Semester 2*

P d.	Course Title	Course #	Course Title	Course #
1				
2				
3				
4				
5				
6				
7				
8				
9/ 0				

for **10th GRADE** year REQUIRED: Eng. 10, Soc. Elec. 10 or 11, Biology, Math in Progression, PE, Portfolio

*Semester 1*

*Semester 2*

P d.	Course Title	Course #	Course Title	Course #
1				
2				
3				
4				
5				
6				
7				
8				
9/ 0				

### Northwood-Kensett Registration Form 2024-2025

You must take 7 classes daily. You must have 50 credits including Portfolio credit to graduate.

Name \_\_\_\_\_ Career Cluster Area \_\_\_\_\_

for 11th GRADE year REQUIRED: Eng. 11, Soc.Elec. 10-11, Chemistry, Math in Progression, PE

	<i>Semester 1</i>		<i>Semester 2</i>	
P d.	Course Title	Course #	Course Title	Course #
1				
2				
3				
4				
5				
6				
7				
8				
9/ 0				

for 12th GRADE year REQUIRED: Eng. 12, Gov./Econ., Sci.Elec./Math in Progression, PE

	<i>Semester 1</i>		<i>Semester 2</i>	
P d.	Course Title	Course #	Course Title	Course #
1				
2				
3				
4				
5				
6				
7				
8				
9/ 0				

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# ART

Students can complete 8 semesters of art in four years. The art classes at this time can be offered periods 6-8. Art Courses can be taken in any order, with the exception of Senior Portfolio, which may be taken after the completion of three full years of Art.

**COURSE TITLE:** Drawing I & II #276 /#277

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* Graphite, oil pastel, ink (pen)

## **Drawing I**

- Graphite, oil pastel, ink (pen)
- Students will explore a variety of drawing tools, techniques, and subjects. Throughout the course, students will gain a better understanding of the elements and principles of art and design. Students will also work to develop productive studio habits, such as developing craft, observing, reflecting, and engaging and persisting. Students will create a website portfolio of their work or add to their existing one. ß

## **Drawing II**

- Charcoal, colored pencil, ink (calligraphy)
- Students will explore new drawing mediums and advanced techniques. Students will build on their knowledge and understanding of the elements and principles of art and design. Students will continue to develop productive studio habits. Students will continue to add to their website portfolio.

**COURSE TITLE:** Ceramics I & II #278/#279

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:*

- **Ceramics I**
  - Primarily hand building, texture
  - Students will explore clay through various hand building techniques including coil, pinch, and slab. A variety of projects will allow students to create 3-dimensional work. Students will gain a better understanding of the stages of clay. Students will work to develop productive studio habits, such as developing craft, observing, reflecting, and engaging and persisting. Students will create a website portfolio of their work.
- **Ceramics II**
  - Advanced techniques, decorative
  - Students will continue to refine their skills of working with clay and receive wheel-throwing instruction. Students will be expected to know basic techniques learned in *Ceramics I* and apply them to their new work. Students will continue to develop productive studio habits and add to their website portfolio.

**COURSE TITLE:** Painting #284**GRADE LEVEL:** 9-12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1**COURSE DESCRIPTION:**

- **Painting**
  - Acrylic, tempera, watercolor
  - Students will learn about color theory, composition, and drawing, as they explore painting through multiple mediums, such as: tempera, acrylic, and watercolor. Students will be exposed to various styles and movements from throughout history to gain inspiration. Students will create a website portfolio of their work or add to their existing one.

**COURSE TITLE:** Photography & Printmaking #283**GRADE LEVEL:** 9-12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1**COURSE DESCRIPTION:****Printmaking / Photography**

- Styrofoam, Gelli, linocut
- Students will spend approximately one quarter learning about printmaking. Students will carve into various materials to create printing plates. Students will learn about the printing process and create their own print series. For the second quarter, students will transition into learning about the art of photography. Students will learn how to take better pictures using their phone by understanding foundational concepts pertaining to composition and lighting. Students will also have the opportunity to shoot with a digital camera.

**COURSE TITLE:** Senior Art Portfolio #285**GRADE LEVEL:** 12**PREREQUISITE:** Three Years of Art Instruction**NO. OF SEMESTERS:** 1 or 2


**COURSE DESCRIPTION:** *This class can be taken for 1-2 semesters. Students will work primarily independently on the projects of their choosing. They will have regular check-in's with Mrs. Abbas and will be expected to meet deadlines. Students will continue to add to their website portfolio. Students need approval of Mrs. Abbas in order to take this class.*

**COURSE TITLE:** Yearbook #29**GRADE LEVEL:** 9 - 12**PREREQUISITE:** None**NO. OF SEMESTERS:** 2

**COURSE DESCRIPTION:** Yearbook is a semester and/or year long elective class in which students will produce the school yearbook. This will be accomplished using photos of school events and activities throughout the school year, producing layouts, writing/editing copy, setting and keeping goals, and consistently meeting deadlines.

Yearbook is a class that requires in-class and out-of-class work, including attending school activities and events. This is a time commitment which should be carefully considered before registering for the class.

Students may take this course more than once.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, attend assigned school activities and events for the purpose of taking photos, meet deadlines, respect others and their opinions, and work collaboratively with others. 

# ENGLISH

**COURSE TITLE:** English 9 #5  
(Graduation Requirement)

**GRADE LEVEL:** 9

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

**COURSE DESCRIPTION:** English 9 is a survey course in which students build their communication skills in the areas of reading, writing, listening, speaking, and viewing. This will be accomplished through the study of various literary genres (short stories, drama, poetry, novels, and non-fiction), completing a variety of writing assignments, and participating in oral communication activities.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

**COURSE TITLE:** English 10 #6  
(Graduation Requirement)

**GRADE LEVEL:** 10

**PREREQUISITE:** English 9

**NO. OF SEMESTERS:** 2

**COURSE DESCRIPTION:** English 10 is a survey course in which students continue to build their communication skills. Coursework includes the study of literature, formal and informal writing, and oral communication activities to strengthen speaking and listening skills.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

**COURSE TITLE:** English 11 #33  
(Graduation Requirement)

**GRADE LEVEL:** 11

**PREREQUISITE:** English 9, 10

**NO. OF SEMESTERS:** 2

**COURSE DESCRIPTION:** Coursework for English 11 is based on American literature and includes reading, writing, speaking/listening, and viewing activities. As a result of the successful completion of English 11, students will acquire more advanced communication skills.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.



**COURSE TITLE:** English 12 #3  
(Graduation Requirement)

**GRADE LEVEL:** 12

**PREREQUISITE:** English 9, 10, 11

**NO. OF SEMESTERS:** 2

**COURSE DESCRIPTION:** The first semester of English 12 is a British literature based course in which students continue to polish their communication skills in reading, writing, speaking, listening, and viewing. Second semester coursework will include career/job skills, many of which will fulfill portfolio requirements, and the senior project.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

**COURSE TITLE:** Film & Criticism #438

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

**COURSE DESCRIPTION:** This course will feature a variety of films from different genres spanning from classic to contemporary. Students will critically view, analyze, and discuss these films using a variety of different tools. Discussion and active class participation are required.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

**COURSE TITLE:** Books to Movies: YA Lit. #437

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

**COURSE DESCRIPTION:** Students will read a variety of young adult books that have been made into movies. Using a critical eye, students will compare the written work to its visual counterpart(s). Books that may be featured include: A Monster Calls, Harry Potter and the Sorcerer's Stone, Ready Player One, and The Perks of Being a Wallflower. Emphasis will be placed on analysis, interpretation, and evaluation. Discussion and active class participation are required.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, be a critical viewer of the media, and respect others and their opinions.

**COURSE TITLE:** Leadership #439**GRADE LEVEL:** 9 - 12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1

**COURSE DESCRIPTION:** This course will delve into the realm of leadership, and what it means to be a leader. Students will read non-fiction works, fiction, and fables that help convey the key elements of leadership. Students will also engage in hypothetical scenarios that call upon them to utilize the skills they learn.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

**COURSE TITLE:** Graphic Novels #441**GRADE LEVEL:** 9 - 12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1

**COURSE DESCRIPTION:** This course will give students the opportunity to explore the realm of Graphic Novels. Students will discover how authors convey deep messages through both written text and art. Students will experience a variety of texts and topics.

**EXPECTATIONS FROM STUDENTS:** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

**COURSE TITLE:** CCE Composition I #7

ENG 105 - NIACC Credit (3 Cr.)

**GRADE LEVEL:** 11-12**PREREQUISITE:** Students must meet the Senior Plus requirements**NO. OF SEMESTERS:** 1  
(Offered in the Fall)

Composition I

*COURSE DESCRIPTION:* The course develops skills in reading and writing with an emphasis on expository methods of development and personal experience as supporting material. Students may be requested to use computers and other technology. Students must meet minimum competency requirements in writing to receive a grade of C- or higher which is required to enroll in Composition II.

*EXPECTATION OF STUDENT:*

1. Complete all assignments and projects
2. Participate in all class discussion
3. Be prepared to answer questions and offer opinions
4. Students are required to take and pass all quizzes and tests.

**COURSE TITLE:** CCE Composition II #27

**ENG 106 - NIACC Credit (3 Cr.)**

**PREREQUISITE:** Students must meet the Senior Plus requirements

**GRADE LEVEL:** 11-12

**NO. OF SEMESTERS:** 1  
(Offered in the Spring)

### Composition I

*COURSE DESCRIPTION:* Prerequisite: ENG-105 Composition I or ENG-102 Composition and Speech I with a grade of C- or higher. As a continuation of ENG-105 Composition I, the course emphasizes argumentative and persuasive writing, research methods, and language. Students may be requested to use computer programs and watch videos. Students must meet minimum competency requirements in writing to receive a grade of C- or higher

*EXPECTATION OF STUDENT:*

1. Complete all assignments and projects
2. Participate in all class discussion
3. Be prepared to answer questions and offer opinions
4. Students are required to take and pass all quizzes and tests.

## Notes

# FOREIGN LANGUAGE

**COURSE TITLE:** Spanish I #17

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** none

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* The objectives of this elective course are to develop a basic understanding of the Spanish language and of the Spanish-speaking people. Acquisition of language skills is accomplished through oral and written drills, vocabulary building, readings, memorization of practical sentences, dialogs and stories, listening to tapes and to the teacher, watching videos, and using electronic resources. Cultural information is added by means of movies, readings, maps, teacher-led discussions, songs, and electronic media presentations. Note: It is highly recommended that students plan to take Spanish II, III, and IV if they want to use this to fulfill college language requirements.

*AREAS OF STUDY:* 1. Pronunciation 2. Vocabulary 3. Grammar (sentence structure, verb forms, prepositions, etc.) 4. Culture 5. Geography 6. Music 7. Novels

*STUDENT EXPECTATIONS:* Students will be required to **ACTIVELY** participate in all classroom discussions and activities. Completion of practice work is essential for success on assessments. Areas of assessment include interpersonal speaking and writing, presentation speaking and writing, & interpretive reading and listening. Participants in Spanish class are also eligible to participate in a major trip to Costa Rica (or another Spanish-speaking country), which is planned for every fourth year (next trip TBA). Participants must be in high school (grades 9-12) and be enrolled in a Spanish class in the same school year as the major trip to be eligible to attend the trip. Participants should plan to take 2 or 4 years of high school Spanish in order to benefit most from the trip.

**COURSE TITLE:** Spanish II #18

**GRADE LEVEL:** 10, 11, 12

**PREREQUISITE:** Spanish I

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* This second-year course builds upon the foundation laid in Spanish I. There is continued practice in developing the basic language skills of speaking, reading, writing, and listening comprehension. There is also much review and expansion of grammatical structures and vocabulary. Note: It is highly recommended that students plan to take Spanish II, III, and IV if they want to use this to fulfill college language requirements.

*AREAS OF STUDY:* 1. Pronunciation 2. Vocabulary 3. Grammar (sentence structure, verb forms, prepositions, etc.) 4. Culture 5. Geography 6. Music 7. Novels

*STUDENT EXPECTATIONS:* Students will be required to **ACTIVELY** participate in all classroom discussions and activities. Completion of practice work is essential for success on assessments. Areas of assessment include interpersonal speaking and writing, presentation speaking and writing, & interpretive reading and listening. Participants in Spanish class are also eligible to participate in a major trip to Costa Rica (or another Spanish-speaking country), which is planned for every fourth year (next trip TBA).. Participants must be in high school (grades 9-12) and be enrolled in a Spanish class in the same school year as the major trip to be eligible to attend the trip. Participants should plan to take 2 or 4 years of high school Spanish in order to benefit most from the trip.

**COURSE TITLE:** Spanish III #19**GRADE LEVEL:** 11, 12**PREREQUISITE:** Spanish I & II**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* This third year solidifies language skills introduced in Spanish I and II. This course stresses competency in Spanish speaking, reading, writing, and listening.

*AREAS OF STUDY:* 1. Pronunciation 2. Vocabulary 3. Grammar (sentence structure, verb forms, prepositions, etc.) 4. Culture 5. Geography 6. Music 7. Novels

*STUDENT EXPECTATIONS:* Students will be required to **ACTIVELY** participate in all classroom discussions and activities. Completion of practice work is essential for success on assessments. Areas of assessment include interpersonal speaking and writing, presentation speaking and writing, & interpretive reading and listening. Participants in Spanish class are also eligible to participate in a major trip to Costa Rica (or another Spanish-speaking country), which is planned for every fourth year (next trip TBA). Participants must be in high school (grades 9-12) and be enrolled in a Spanish class in the same school year as the major trip to be eligible to attend the trip. Participants should plan to take 2 or 4 years of high school Spanish in order to benefit most from the trip.

**COURSE TITLE:** Spanish IV #120**GRADE LEVEL:** 12**PREREQUISITE:** Spanish I-III**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* This fourth-year course continues to challenge students' knowledge of Spanish. Reading and writing are stressed along with continual vocabulary, listening comprehension, oral and grammatical exercises, and the use of technology.

*AREA OF STUDY:* 1. Pronunciation 2. Vocabulary 3. Grammar (sentence structure, verb forms, prepositions, etc.) 4. Culture 5. Geography 6. Music 7. Novels

*STUDENT EXPECTATIONS:* Students will be required to **ACTIVELY** participate in all classroom discussions and activities. Completion of practice work is essential for success on assessments. Areas of assessment include interpersonal speaking and writing, presentation speaking and writing, & interpretive reading and listening. Participants in Spanish class are also eligible to participate in a major trip to Costa Rica (or another Spanish-speaking country), which is planned for every fourth year (next trip TBA).. Participants must be in high school (grades 9-12) and be enrolled in a Spanish class in the same school year as the major trip to be eligible to attend the trip. Participants should plan to take 2 or 4 years of high school Spanish in order to benefit most from the trip.

## Notes

# MATHEMATICS

**COURSE TITLE:** Pre-Algebra #72

**GRADE LEVEL:** 9

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* Pre Algebra is designed as an entry level course into high school mathematics. The course is set to help those students who plan to study Algebra I in grade 10. The course will help students who plan to take a business, drafting, Ag Business or FACS class that contain mathematical computations. This course qualifies as N-K graduation requirements but does not qualify as a Core status course for consideration used in RAI scoring.

*AREAS OF STUDY:* Metric system, graphs, number properties, fractions, factors, per cent, area and volume, real numbers, solving equations, polynomials, square root, ratio and proportions, and evaluation.

**COURSE TITLE:** Algebra I\* #49

**GRADE LEVEL:** 9-12

(6 semesters of sequential math required for graduation)

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* A study of the number system beginning with the numbers of arithmetic to the real numbers and operations that apply.

*AREAS OF STUDY:* Solving and writing equations, number properties and axioms, polynomials, factoring, inequalities, functions and relations, rational and irrational numbers, graphing, and quadratic equations.

**COURSE TITLE:** Geometry\* #51

**GRADE LEVEL:** 10 - 12

(6 semesters of sequential math required for graduation)

**PREREQUISITE:** Algebra I

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* Geometry is a study of geometric figures and what is true about these figures in general. Indirect benefits of geometry are: logical thinking, exact use of English, and an orderly way of solving problems.

*AREAS OF STUDY:* Points, lines and planes, measure, angles and perpendicular congruent triangles, triangle inequalities, parallel lines, polygons, similarity of polygons, right triangles, circles and spheres, area and volume, coordinate geometry, loci and constructions, and transformations in the plane.

*Students will need a 3 ring binder, compass, and calculator.*

*EXPECTATIONS FROM STUDENTS:* Students will be expected to complete daily assignments.

**COURSE TITLE:** Algebra 2\* #53**GRADE LEVEL:** 9 - 12

(6 semesters of sequential math required for graduation)

**PREREQUISITE:** Algebra I and Geometry**NO. OF SEMESTERS:** 2

May be taken concurrently with geometry with instructor's approval

*COURSE DESCRIPTION:* Algebra 2 is an extension of the first year Algebra and is intended to renew and increase the student's ability to deal with basic algebraic skills, emphasizing the functional nature of mathematics as a tool for problem solving.*AREAS OF STUDY:* Operations of algebra, properties of real numbers, linear open sentences, functions and polynomials, factoring polynomials, rational expressions, radical and irrational numbers, quadratic equations and functions, quadratic relations and systems, exponential functions, and matrices.*EXPECTATIONS FROM STUDENTS:* Students will be expected to complete daily assignments, keep a 3 ring binder, use a graphing calculator.**COURSE TITLE:** Advanced Math #54**GRADE LEVEL:** 10 - 12**PREREQUISITE:** Algebra II**NO. OF SEMESTERS:** 2*COURSE DESCRIPTION:* Advanced Math is a study of our mathematical system which includes both the use of algebra and geometry. Introductions to many topics which are studied in college gives the student an idea of what to expect in college. Topics such as statistics; linear, exponential, and quadratic functions; graphs of translations and scale changes; right triangle and circular trigonometry.*EXPECTATIONS FROM STUDENTS:* This course requires extensive time outside of class to complete daily assignments and study the content. Students will use a graphing calculator and keep an organized 3-ring binder of course work.**COURSE TITLE:** General Business Math #52**GRADE LEVEL:** 11, 12

(6 semesters of sequential math required for graduation)

**PREREQUISITE:** Minimum of Pre-Algebra**NO. OF SEMESTERS:** 2*COURSE DESCRIPTION:* This course of study will include Business Application. It is recommended as a third year math course. A two semester math course that stresses the useful nature of mathematics and its application to everyday living. A good course for students not planning college attendance or for students wishing to develop good life skills in functional mathematics.*AREAS OF STUDY:* The course includes a review of basic operations with whole numbers, fractions, and decimals. Other topics included are: systems of measurement, both metric and U.S.; informal geometry; area and volume; and per cent. Consumer topics are: utility bills, income tax, installment buying, interest, checking accounts and shopping wisely.

\* Math Courses that have been determined "Core" status by Iowa Department of Education.

# MUSIC

**COURSE TITLE:** High School Chorus #273

**GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

**COURSE DESCRIPTION:** Senior High Chorus is a performance-based opportunity for students in grades 9-12 to study music from a variety of historical periods and styles—Renaissance, Baroque, Classical, Romantic, Modern, folk songs, spirituals, Broadway, and popular music. Students will learn and practice proper vocal technique. Emphasis will be placed on musical elements such as theory, music history, and sight singing to prepare students for more complex musical pieces. Grades will be based on meeting standards through rehearsal skills, lesson skills tests, concert preparation, concert performance, concert evaluation, and demonstrated knowledge of musical concepts.

**EXPECTATIONS:** Senior High Chorus will perform at several graded concerts (fall concert, winter concert, POPS, spring concert, state large group contest, graduation and other special events such as national anthems). Students in this ensemble are eligible to audition for jazz choir, the musical, and to participate in State solo/ensemble contest if they choose. Participants are also eligible to participate in major trips to New York City, which are planned for every fourth year (next trip 2026-2027 school year) as well as smaller trips to mid-west destinations in between. Participants must be enrolled in senior high chorus for 6 of 8 semesters preceding a major trip to be eligible to attend these trips. Participants must attend 4 voice lessons per 9-week quarter. This class factors into the GPA.

**ELIGIBILITY:** Any participant missing a graded concert performance assessment for any reason must make up those points by making arrangements with the director prior to the performance or he/she will receive a ZERO for each missed performance.

**COURSE TITLE:** High School Band #272

**GRADE LEVEL:** 9 - 12

**NO. OF SEMESTERS:** 2

**PREREQUISITE:** Previous participation in Junior High Band, Senior High Band, or permission from the instructor.

*COURSE DESCRIPTION AND AREAS OF STUDY:*

**CONCERT BAND** is the core of the entire Band program at Northwood-Kensett. Concert Band work begins in mid-October and continue for the remainder of the school year. This ensemble uses musical performance as a vehicle to refine the skills of tone production, technique development, rhythm, intonation, ensemble playing, sight-reading, musicianship, and concert etiquette. A variety of literature from different styles and periods of music history will be studied and performed. Performance opportunities for the concert band include the following: a holiday concert, the Pops Concert, state large group contest, a spring concert, and graduation. High school band and choir students are given the opportunity to take a major trip once every four years. Small performance or clinical outings may be scheduled in between larger trips.

**MARCHING BAND** and **PEP BAND** are additional ensemble experiences that allow students to explore various forms and styles of music, typically in the popular genre. The N-K Viking Marching Band functions primarily during the first quarter of the school year, performing at halftime of all home football games. The band also marches in the annual homecoming parade in the fall, and the North Iowa Band Festival parade in Mason City each May. During the winter months, students will learn a wide variety of rock and pop pieces to be performed in a Pep Band setting at home basketball games occurring during the week (no Saturday games). All Marching Band and Pep Band work is part of the normal Senior High Band coursework, with rehearsals for these ensembles occurring during the regular band period.

Nearly all of the course-related, required (graded) performances occur outside of the school day; a schedule of all events is distributed at the beginning of the year. Every effort is made to avoid scheduling conflicts between Band, Chorus, Athletics, and other school activities. In the event a scheduling conflict should arise, a solution will be worked out between directors, coaches, and administrators. When discovered, advance notice of such conflicts is not only appreciated, but expected. Students will have the opportunity to receive full credit if they comply with the decisions made.

**STUDENT EXPECTATIONS:** Students are required to perform at all scheduled performances, be actively engaged participants in rehearsals, and regularly attend band lessons/sectionals. Written work to be done inside or outside of class will be assigned on occasion. Students are encouraged to participate in other band-related activities such as solo/ensemble contest, jazz band, honor bands, and all-state auditions. Preparation for / participation in these extra opportunities occurs during lessons and outside of class time.



DIRECTOR'S EXPECTATIONS: As visible ambassadors and role models of the school community, band members should maintain high expectations for themselves, the ensemble, and school district by exercising self-control, displaying respect for all persons and property, exhibiting responsibility in academic, athletic, and extra-curricular activities, and maintaining a high level of professionalism at all times.

## PHYSICAL EDUCATION & HEALTH

**COURSE TITLE:** Physical Education (Graduation Requirement)

**GRADE LEVEL:** 9 - 12

High School Days 2,4,6 #409

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 8

*COURSE OF STUDY:* The Physical Education Department presents a co-ed curriculum to the extent that each course offered is open to any student. There is an exclusion for doctors or medical excuses. The department offers activities that are designed to: (1) promote the physical and mental fitness of the student; (2) teach skills and knowledge that the student may use to fill his/her leisure time. (3) provide activities the object of which is to just have fun.

*AREAS OF STUDY INCLUDE BUT ARE NOT LIMITED TO:*

- |                     |                       |                  |
|---------------------|-----------------------|------------------|
| 1. Physical Fitness | 2. Bocce Ball         | 3. Disc Golf     |
| 4. Badminton        | 5. Soccer             | 6. Pickleball    |
| 7. Bowling          | 8. Volleyball         | 9. Flag Football |
| 10. Cornhole/Bags   | 11. Aerobics          | 12. Basketball   |
| 13. Horseshoes      | 14. Baseball/Softball | 15. Table Tennis |

*EXPECTATIONS FROM STUDENTS:* Physical Education is required all four years for graduation from Northwood-Kensett High School. The student is expected to be properly dressed (t-shirt/sweatshirt, shorts/sweatpants/athletic pants, and tennis shoes) and actively participate in all class activities.

**COURSE TITLE:** Athletic Enhancement (Graduation Requirement)

**GRADE LEVEL:** 9 - 12

High School Days 1, 3, 5 #409

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 8

*COURSE OF STUDY:* The physical education department presents a co-ed athletic enhancement program designed to improve the athletic performance of our 9-12 student athletes or any other HS students who wish to take this course rather than a traditional PE class. Activities in the course are designed to improve strength and conditioning while utilizing the Bigger Faster Stronger program. The course offers 2 days of strength training each week, and one day of speed and agility training every other week.

Students progress through strength training by:

1. Focusing on using correct form to safely complete each exercise before adding additional weight
2. Gradually moving up in weight amount of core lifts while using correct form in order to increase muscular strength
3. Graduating to the set/rep log book once reaching specific weight amounts of core lifts that then works on increasing strength and explosiveness

Student progress in strength training and speed/agility training will be tracked at each workout to show improvements throughout the school year. Adjustments to workouts will be made for days when student athletes have a competition or if a student has an injury following guidance from their doctor.

*EXPECTATIONS FROM STUDENTS:* Students are required to wear tennis shoes and athletic clothing (t-shirt/sweatshirt, shorts/sweatpants/athletic pants) for the course. Students will be unable to participate if wearing any other form of shoe or clothing. Students are also required to follow workouts in full in order to receive credit.

**COURSE TITLE:** Health & Daily Living #410**GRADE LEVEL:** 9 - 12

(Health is a Graduation Requirement for the class of 2025 &amp; Beyond)

**PREREQUISITE:** None**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* This course is designed to enable students to make healthful choices concerning their lifestyle. Information will be presented to stimulate thinking in regard to healthful living now and in the future. Students will be encouraged to carefully evaluate information presented regarding good health habits, healthful living and decision making in regard to their own style of living.

*AREAS OF STUDY INCLUDE BUT ARE NOT LIMITED TO:*

- CPR (also Epi pen & Inhaler use)
- Understanding Health and Wellness
- Nutrition
- Physical Activity and Fitness
  - Cardiovascular, Respiratory & Digestive Health
- Personal Health Care
- Mental Health
  - Skills for Healthy Relationships
    - Family Relationships
    - Peer Relationships
  - Conflict Resolution
  - Stress (managing stress and coping with loss)
  - Self Esteem

***EXPECTATIONS FROM STUDENTS:*** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

**COURSE TITLE:** Health & Prevention #411**GRADE LEVEL:** 9 - 12

(Health is a Graduation Requirement for the class of 2025 &amp; Beyond)

**PREREQUISITE:** None**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* This second semester Health course is to help students to understand how to prevent health issues when possible. The information gained from this course should help them be better health consumers and more responsible healthy adults.

*AREAS OF STUDY INCLUDE BUT ARE NOT LIMITED TO:*

- First AID & Emergencies
  - CPR (also Epi pen & Inhaler use)
- Community and Environmental Health
  - Mental Health
- Diseases (Communicable & Non Communicable) & disabilities
  - Medicines and Drugs (prescription/over the counter)
- Sex Education
  - Endocrine, Reproductive Systems
- Dangerous Decisions
  - Skeletal, Muscular & Nervous Systems
  - Tobacco
  - Alcohol
  - Drugs

***EXPECTATIONS FROM STUDENTS:*** Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

# Notes

# SCIENCE

**COURSE TITLE:** Science 9 #93

**GRADE LEVEL:** 9

(Graduation Requirement)

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* This is an introductory science course focusing on earth and physical sciences. Students will explore astronomy, geology, as well as an introduction to physics.

*AREAS OF STUDY:* The following major areas will be studied in Science 9.

**Earth Science**

1. The Universe
2. Earth's History
3. Climate Change
4. Earth's Resources
5. Human Impact

**Physical Science**

1. Motion
2. Momentum
3. Energy
4. Waves

*EXPECTATION FROM STUDENTS:* Students will be expected to complete all reading assignments. They will also keep a notebook of vocabulary and lecture notes. Students will be expected to have and use a simple calculator for basic physics and chemistry problems. They will be expected to complete all assignments on time.

*EVALUATIONS:* Evaluations will be based on accurate timely completion of daily work, lab work, projects, note quizzes and written tests.

**COURSE TITLE:** Biology #94

**GRADE LEVEL:** 10

(Graduation Requirement)

**PREREQUISITE:** Science 9

**NO. OF SEMESTERS:** 2

*(You must Successfully complete Science 9 before you are eligible to enroll in Biology.)*

*COURSE DESCRIPTION:* Biology is a course about life. A study in biology will show how biology is involved in each of our lives. Biology is basic to an understanding of man's role in the sphere of life.

*AREAS OF STUDY:* Any and/or all of the following major areas may be studied in Biology.

- Structure and Function of Cells
- Inheritance and Variation of Traits
- Matter and Energy in Organisms and Ecosystems
- Interdependent relationships in Ecosystems
- Natural Selection and Evolution

*EXPECTATIONS FROM STUDENTS:* Students will be expected to take responsibility for their learning by completing all assignments in a timely manner and keeping an organized notebook for vocabulary and lecture notes.

*EVALUATIONS:* Will be based on projects, note quizzes, lab practicals and written tests.

**COURSE TITLE:** Applied Chemistry #102

**GRADE LEVEL:** 11, 12

(Applied Chem. or Chem. is a Graduation Requirement)

**PREREQUISITE:** Algebra I & Science 9

**NO. OF SEMESTERS:** 2

*(You must Successfully complete Algebra 1 & Science 9 before you are eligible to enroll in Chemistry.)*

*COURSE DESCRIPTION:* Chemistry is an elective designed to help students appreciate the structure and composition of matter. The content of the course will be helpful in experiencing success in future science and non-science studies. Chemistry 95 is recommended for students who are planning to attend a 2 year college or go into a trade career after graduation.

*AREAS OF STUDY:* Any and / or all of the following major areas may be studied in chemistry.

1. The Language of Chemistry (Definitions, Symbols, Formulas, Equations)

2. Matter
3. Atomic Structure, Periodicity, and Bonding
4. Nuclear Chemistry
5. Chemical Reactions
6. Stoichiometry
7. Acids and Bases

**EXPECTATIONS FROM STUDENTS:** Students will be expected to complete all reading assignments and keep a lecture notebook. They will be expected to complete all assignments on time. Students are expected to have a scientific calculator for their use.

**EVALUATIONS** will be based on accurate timely completion of daily work, lab work, projects, quizzes, lab practicals, and written tests.

**COURSE TITLE:** Chemistry #95

**GRADE LEVEL:** 11, 12

(Applied Chem. or Chem. is a Graduation Requirement)

**PREREQUISITE:** Algebra I & Science 9

**NO. OF SEMESTERS:** 2

(You must Successfully complete Algebra 1 & Science 9 before you are eligible to enroll in Chemistry.)

**COURSE DESCRIPTION:** Chemistry is an elective designed to help students appreciate the structure and composition of matter. The content of the course will be helpful in experiencing success in future science and non-science studies. Chemistry is for students looking to attend a 4 year university out of high school or continue a career in science in college.

**AREAS OF STUDY:** Any and / or all of the following major areas may be studied in chemistry.

1. The Language of Chemistry (Definitions, Symbols, Formulas, Equations)
2. Matter
3. Atomic Structure, Periodicity, and Bonding
4. VESPR theory
5. Chemical Reactions
6. Stoichiometry/Molarity
7. Kinetic Theory
8. Acids and Bases
9. Gas Laws

**EXPECTATIONS FROM STUDENTS:** Students will be expected to complete all reading assignments and keep a lecture notebook. They will be expected to complete all assignments on time. Students are expected to have a scientific calculator for their use. This course will be a faster paced course.

**EVALUATIONS** will be based on accurate timely completion of daily work, lab work, projects, quizzes, lab practicals, and written tests.

**COURSE TITLE:** Physics #96

**GRADE LEVEL:** 11, 12

**PREREQUISITE:** Algebra I & Science 9

**NO. OF SEMESTERS:** 2

(You must Successfully complete Algebra 1 & Science 9 before you are eligible to enroll in Physics.)

**COURSE DESCRIPTION:** Physics is an elective course for students with an interest in the physical phenomena that surrounds them. The content of the course will be helpful in experiencing success in future science and non-science studies. It will also be helpful in the academic preparation for such career choices as engineering, architecture, radiology, and law.

**AREAS OF STUDY:**

- |                                       |                            |
|---------------------------------------|----------------------------|
| 1. Kinematics (motion)                | 5. Waves, sound, and light |
| 2. Dynamics (motion caused by forces) | 6. Astronomy               |
| 3. Energy and its conservation        | 7. Nuclear physics         |
| 4. Engineering and Design             |                            |

**EXPECTATIONS FROM STUDENTS:** The course work will include laboratory activities, mathematical analysis, and discussions.

Success will depend on the student's ability to group mathematical concepts, work with formulas, read scales, and work with a scientific calculator and computer. A scientific calculator is required.

**COURSE TITLE:** Ecology #98**GRADE LEVEL:** 11, 12**PREREQUISITE:** Biology**NO. OF SEMESTERS:** 1*(You must Successfully complete Biology before you are eligible to enroll in Ecology.)*

**COURSE DESCRIPTION:** This advanced course is for students who have shown strong career tendencies in some biology related area or have strong feelings about our natural environment. In this course students will work in-depth in areas of plant and animal relationships and populations. An extensive use of the Ramsay Nature Center will be a part of this course.

**AREAS OF STUDY:** Small animal and plant populations will be studied in the Ramsay Nature Center and surrounding riparian habitats. The ecology of various habitats (prairie, forest, freshwater, etc.) will be studied. Conservation and wildlife management will be included.

**EXPECTATIONS FROM STUDENTS:** The student will be expected to maintain a high quality notebook including a daily weather log, journal, species accounts, lecture notes and handouts and other information as discussed. Two major book reports are required as well as smaller outside reading assignments. In the field, identification of plants and animals will be included with students becoming familiar with the use of identification keys. This course may require before and after school and/or weekend work.

**EVALUATIONS** will be based on notebook production, field participation, accurate completion of assignments and projects in a timely manner, and written tests.

**COURSE TITLE:** Anatomy and Physiology #97**GRADE LEVEL:** 11, 12**PREREQUISITE:** Biology**NO. OF SEMESTERS:** 2*(You must Successfully complete Biology with a '2' or better before you are eligible to enroll in Anatomy and Physiology.)*

**COURSE DESCRIPTION:** Anatomy and physiology is an elective course for students with an interest in biology or students with career motivations in a science or medical field. In anatomy and physiology, the structure and function of the body are explored by region. Students will experience a variety of teaching approaches including lectures, labs, dissections, use of models, and self-led study. This course is designed with college preparation in mind. Participation in dissections is a mandatory course requirement.

**AREAS OF STUDY:**

1. Anatomical Terminology
2. Upper Extremity
3. Lower Extremity
4. Axial Skeleton
5. Systems of the Body
6. Cat and/or Organ Dissection

**EXPECTATIONS FROM STUDENTS:** Students will be responsible for taking quality class notes and keeping a notebook of vocabulary terms. Students will be expected to take an active part in the lab procedures.

**EVALUATIONS** will be based on written tests, lecture quizzes, lab quizzes and lab practicals, and projects.

# SOCIAL STUDIES

**COURSE TITLE:** American History #138  
(Graduation Requirement)

**GRADE LEVEL:** 9

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* The course emphasizes the appreciation for the creation, organization and maintenance of our nation and its foundations based on personal liberties and individual freedom. Studies include the history of our social, political, and economic development, from the Civil War to the present. It stresses the attempt by the U.S. to defend individual freedom and democracy throughout the world.

*AREAS OF STUDY:* Rebuilding the Nation, Rise of Industrialism, Reform Movement, Becoming A World Power, The “Golden Twenties” and the “New Deal,” Isolationism Through World War II, and Reshaping the Postwar World.

*EXPECTATIONS FROM STUDENTS:* Students will be expected to complete assignments on time in an orderly and neat manner. Students will be evaluated on the basis of objective and essay tests, written material and participation in class discussion.

**COURSE TITLE:** World History #139  
(6 semesters of Social Studies required for graduation)

**GRADE LEVEL:** 10, 11

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* A historical survey of the history of mankind from the beginning of civilization to the present. The growth of major religions, the rise of social classes, and the emergence and spread of western civilization and the beginning of modern nations are studied during the first semester. The second semester stresses the part played by the forces of nationalism, democracy, socialism, science and industrialism in shaping our everyday lives. It emphasizes the growing interdependence of nations and people, and the hostility between the communist and free world.

*AREAS OF STUDY:* The beginning of civilization, Civilization of the Ancient World, Civilization of the Medieval World, Emergence of Modern Nations, Development of Industrial Society, World War in the Twentieth Century and The Modern World since 1945.

*EXPECTATIONS FROM STUDENTS:* Students will complete all assignments on time, in a neat and orderly manner. Students will be evaluated on the basis of objective and essay tests, quizzes and written material - plus participation in class discussion.

**COURSE TITLE:** Psychology #143  
(6 semesters of Social Studies required for graduation)

**GRADE LEVEL:** 10, 11, 12

**PREREQUISITES:** None

**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* This introduction to psychology course provides the student with the opportunity to gain some insight into the behavior of persons, including themselves. The format of the class involves lecture, audio-visual materials, such as videos, keynote presentations, etc., and psychological experiments.

Research techniques used by behavioral scientists, behavior development, learning principles, thought processes, motivation and emotional behavior are some of the areas of study. Investigation into the affects of heredity and environment on behavior is also explored. Understanding some of the components of personality and intelligence are studied.

*EXPECTATIONS FROM STUDENTS:* Student requirements include reading of the textbook and numerous supplemental articles, development of a vocabulary conducive of communicating about the discipline, successful completion of research projects and additional assignments coupled with maintaining adequate assessment scores. Opportunities for additional projects will be presented for those students interested in pursuing further information.

**COURSE TITLE:** Sociology #142 **GRADE LEVEL:** 10, 11, 12  
 (6 semesters of Social Studies required for graduation)

**PREREQUISITE:** None **NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* Sociology is the study of people acting together in repeated and predictable ways. This is an introductory course which presents basic vocabulary, concepts, and methods for a discipline which encourages students to objectively study groups, many of which they are members. Class members will participate in and conduct experiments to gather information on group behavior.

The following areas are studied: basic sociological concepts, scientific method, culture, socialization, groups, marriage and family, social stratification, ethnic and racial groups, collective behavior, social problems and social change.

*EXPECTATIONS FROM STUDENTS:* Complete all assignments, most of which are reading assignments. Maintain adequate assessment scores. Be willing to express yourself in both oral and written composition. Maintain an open mind. Treat classmates and their opinions with respect.

**COURSE TITLE:** Current Events #149 **GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None **NO. OF SEMESTERS:** 1

*Course Description:* This course is designed for the student to immerse themselves in the events, locations, and people that are shaping our world at the local, national and global levels. The textbook will be a variety of mass media sources. We will focus on several subjects that help us understand how news impacts us. We will also look at the media and how the way news is reported can impact us as well.

*EXPECTATIONS FROM STUDENTS:* This class will allow the students to improve writing, oratory, and critical thinking skills. Class participation will also be very important. Students will complete all assignments on time, in a neat and orderly manner.

**COURSE TITLE:** US History: The 1980's #158 **GRADE LEVEL:** 9 - 12

**PREREQUISITE:** None **NO. OF SEMESTERS:** 1

*Course Description:*

Students will be provided with a basic background that includes political, social, and economic issues that occurred during the 1980s. The course will also examine if those issues impact current society.

*EXPECTATIONS FROM STUDENTS:* Students will be expected to complete study guides for each unit and complete assessments and class material. Students will also be expected to do research assignments and make several presentations.



**COURSE TITLE:** American Government #140  
(Graduation Requirement)

**GRADE LEVEL:** 11, 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

**COURSE DESCRIPTION:** The course utilizes online presentations and lectures to present knowledge of our American Governmental system. Several student encounters with problem solving and role playing also are included in the format of the class. Formulation of opinions on open-ended questions provide an opportunity for students to express themselves and interact with their peers.

Students encounter units on the governmental heritage of their country, and the Constitutional framework of a federal system. Other extensive units of investigation include inquiries into our legislative, executive and judicial branches of government. A brief investigation of selected civil liberties and items of state and local government are also included.

**EXPECTATIONS FROM STUDENTS:** All students are expected to work to the extent of their abilities, complete all assignments, participate in class discussion and at all times be prepared to answer questions and offer opinions. Students are expected to maintain adequate assessment scores.

**COURSE TITLE:** Economics #141  
(Graduation Requirement)

**GRADE LEVEL:** 11, 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

**COURSE DESCRIPTION:** Economics is a social science class that provides students with knowledge about the American free enterprise system. The subject also encompasses comparative economic systems in order to give students insight into the types of economics principles utilized by other societies.

In regard to the principles of economics, students will investigate the following economics laws: supply and demand, primary factors of production, scarcity, and the “business cycle” (inflation-deflation). Students will also learn the meaning and application of GNP, the consumer and wholesale price indexes with other economic indicators. This course is designed toward the microeconomics few, although some macroeconomic concepts are presented within this curriculum.

**EXPECTATIONS FROM STUDENTS:** Students are expected to maintain adequate assessment scores. The class utilizes many online current event sources such as videos, news articles and economic related websites. Students, therefore, will have to keep adequate notes and a record of their reading materials for study. Like other classes, students will be required to develop a vocabulary synonymous with the field of economics.

# CAREER & TECHNICAL EDUCATION

## Agricultural, Food and Natural Resources

### **FFA.**

The term Vo-Ag and FFA are often mistakenly referred to as one and the same. In reality, Vo-Ag is the agriculture course which is offered in over 8000 high schools in the U. S. to help prepare students for agriculturally related occupations. FFA (*Future Farmers of America*) is the national organization of, by, and for students enrolled in vocational agriculture classes. FFA membership is strongly encouraged for those interested in Vo-Ag courses.

The FFA is intra-curricular and originated as a part of the high school Vocational Agriculture curriculum. The FFA is a unique organization that allows members to learn about agriculture and apply that knowledge to the world around them through activities. FFA activities encourage members to learn through active participation, how to conduct and take part in public hearings; to speak in public; to buy and sell cooperatively; to solve their own problems; to finance themselves; and assume civic responsibilities.

FFA members should take one course each semester. By doing this, it is easier to know what the FFA is doing at all times. Also, according to the National FFA rules, *you are required to take one semester of Vo-Ag classes each year to be a bona-fide FFA member.*

Note: This organization is open to all students both rural and urban, male or female.

### *EXPECTATIONS FROM STUDENTS:*

1. Membership in FFA
2. Plan and carry out a continuous approved supervised agricultural experience program
3. Complete records for the approved S.A.E.
4. Participation in all FFA activities both in and out of school
5. Prepare to compete in FFA Leadership Contests

**COURSE TITLE:** Ag Production & Processing #316

**GRADE LEVEL:** 9-12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2  
(1st & 2nd)

*COURSE DESCRIPTION:* Ag Production and Processing covers the entire spectrum of agricultural production, from planting and harvesting to processing and packaging. Students will gain knowledge about crop and livestock production, modern farming techniques, and the processes involved in turning raw products into market-ready goods. The course emphasizes sustainability, efficiency, and innovation in agricultural practices.

### *EXPECTATIONS OF STUDENTS:*

1. Complete all assignments and projects
2. Participate in class discussion
3. At all times be prepared to answer questions and offer opinions
4. Students are required to take and pass all quizzes and tests

**COURSE TITLE:** Farm Management #323

**GRADE LEVEL:** 9-12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* Farm Management provides students with an in-depth understanding of the principles and practices necessary to effectively manage a farm operation. Topics include financial planning, record keeping, farm business organization, risk management, resource allocation, and the use of technology in agriculture. Students will learn to analyze farm operations, make informed decisions, and develop strategies to improve productivity and sustainability.

### *EXPECTATIONS OF STUDENTS:*

1. Complete all assignments and projects
2. Participate in all discussions
3. Be prepared to answer questions and offer opinions
4. Careful classroom attention to lectures, reading assignments, and special topics

**COURSE TITLE:** Horticulture #319**GRADE LEVEL:** 9-12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1  
(2nd)

*COURSE DESCRIPTION:* Horticulture introduces students to the science and art of growing plants for food, ornamentation, and environmental improvement. Topics include plant biology, soil science, pest management, landscape design, and greenhouse management. Students will engage in hands-on activities such as planting, propagating, and maintaining various types of plants, preparing them for careers or further education in horticulture.

*EXPECTATION OF STUDENTS:*

1. Complete all assignments and projects
2. Participate in all discussions
3. Be prepared to answer questions and offer opinions
4. Students are required to take and pass all quizzes and tests and complete all projects.

**COURSE TITLE:** ATV/Snowmobile Mechanics #322**GRADE LEVEL:** 9-12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1  
(2nd)

*COURSE DESCRIPTION:* ATV/Snowmobile Mechanics offers students the opportunity to learn about the maintenance and repair of all-terrain vehicles (ATVs) and snowmobiles. The course covers engine diagnostics, brake systems, suspension, and drivetrain repair. Students will work on real equipment, developing the skills needed for careers in recreational vehicle maintenance and repair.

*EXPECTATION OF STUDENTS:*

1. Complete all assignments and projects
2. Participate in all class discussion
3. Take and pass all quizzes and tests

**COURSE TITLE:** Ag. Mechanics #318**GRADE LEVEL:** 9-12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1  
(1st)

*COURSE DESCRIPTION:* Ag Mechanics provides students with the technical skills required to maintain and repair agricultural equipment. Topics include welding, engine repair, electrical systems, hydraulics, and machinery operation. Students will engage in hands-on projects to develop practical skills and understand the importance of equipment maintenance in farm operations.

*EXPECTATIONS OF THE STUDENT:*

1. Complete all assignments and projects
2. Participate in all class discussion
3. Take and pass all quizzes and tests

**COURSE TITLE:** Farm to Table #314**GRADE LEVEL:** 9-12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1  
(1st)

*COURSE DESCRIPTION:* Farm to Table explores the journey of food from the farm to the dining table, emphasizing sustainable agriculture, food safety, and nutrition. Students will learn about organic farming practices, local food systems, and the importance of supporting local farmers. The course includes field trips, guest speakers, and hands-on activities such as cooking and food preservation.

*EXPECTATIONS OF THE STUDENT:*

1. Complete all assignments and projects
2. Participate in all class discussion
3. Take and pass all quizzes and tests

**COURSE TITLE:** Farm to Market 1 #361**GRADE LEVEL:** 9-12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1  
(1st)

*COURSE DESCRIPTION:* Farm to Market 1 introduces students to the fundamentals of agricultural marketing and the journey of agricultural products from the farm to the consumer. Students will explore the basics of supply chains, marketing strategies, branding, and the economic principles that impact the agricultural market. The course includes hands-on projects and case studies to provide practical insights into agricultural marketing.

*EXPECTATIONS OF THE STUDENT:*

1. Complete all assignments and projects
2. Participate in all class discussion
3. Take and pass all quizzes and tests

**COURSE TITLE:** Farm to Market 2 #362**GRADE LEVEL:** 9-12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1  
(1st)

*COURSE DESCRIPTION:* Farm to Market 1 introduces students to the fundamentals of agricultural marketing and the journey of agricultural products from the farm to the consumer. Students will explore the basics of supply chains, marketing strategies, branding, and the economic principles that impact the agricultural market. The course includes hands-on projects and case studies to provide practical insights into agricultural marketing.

*EXPECTATIONS OF THE STUDENT:*

1. Complete all assignments and projects
2. Participate in all class discussion
3. Take and pass all quizzes and tests

## **Business, Finance, Marketing and Management**

**COURSE TITLE:** Personal Finance  
(Graduation Requirement)**GRADE LEVEL:** 11 - 12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1

**COURSE DESCRIPTION:** This course is intended to prepare students for life after high school. Students will take an in-depth look at a variety of financial decisions and planning, as well as managing a checking account, applying for credit, completing tax related documents, purchasing insurance, preparing a budget, and investing. We will also learn more about saving and investing tools for retirement.

**EXPECTATIONS:** Students will be expected to participate in class discussions and complete assignments, along with a variety of activities and projects throughout the semester.

**COURSE TITLE:** Computer Applications #184**GRADE LEVELS:** 9 - 12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* The Computer Applications class covers the use of Microsoft Office.

*AREAS OF STUDY:*

- |                    |                 |
|--------------------|-----------------|
| 1. Word Processing | 3. Spreadsheet  |
| 2. Database        | 4. Presentation |

*EXPECTATIONS FROM STUDENTS:* Students will be expected to complete the assigned work with a high degree of accuracy and neatness. Much of this course is laboratory oriented so students are expected to work individually. Tests will be given periodically throughout the semester.

**COURSE TITLE:** Introduction to Business #187**GRADE LEVEL:** 9 - 12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* The major purpose of Introduction to Business is to contribute an improved economic understanding through a study of the business. Students will develop an appreciation and understanding of the characteristics of the American enterprise system, business organization, technology and business, customer rights and responsibilities, credit, and marketing. Students will be directly involved in business functions and be responsible for the day-to-day aspects of the business world.

*EXPECTATIONS:* Students are expected to participate in class discussions and complete the assigned work. Students will also have to complete several projects in: checking/savings, stocks, and starting a business.

**COURSE TITLE:** Business Management #188**GRADE LEVEL:** 10 - 12**PREREQUISITE:** Intro to Business**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* The Business Management course is designed for students to gain a general understanding of the business world and how it works.

*AREAS OF STUDY:* The course will center on discussion of management topics including: Entrepreneurship, starting a new job, communication with co-workers, evaluating performance, job training, and ethics.

*EXPECTATIONS FROM STUDENTS:* Students will be expected to participate in class discussions and complete the assigned work.

**COURSE TITLE:** Accounting I #181**GRADE LEVEL:** 9 - 12**PREREQUISITE:** None**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* The accounting course is an opportunity for students to begin building a career in accounting. Studying accounting can help the student develop an overall picture of the total process of business systems. Accounting is not just for the accountant, but also for the individual, family, business owner, and the secretary.

*AREAS OF STUDY:* The accounting cycle in its simplest form is presented first. The accounting cycle with the Combination Journal and Subsidiary Ledgers is presented next. Payroll systems are also presented as well as use of special journals, sales taxes. Business simulations are used to combine areas of instruction.

*EXPECTATIONS:* Students will be expected to complete the assigned work with a high degree of accuracy and neatness. Unit tests will be given as well as a test on the business simulation.

**COURSE TITLE:** Accounting II #182**GRADE LEVEL:** 10 - 12**PREREQUISITE:** Accounting I**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* The Accounting course is an extension of Accounting I and will give students an idea of how the accounting cycle applies in businesses organized as a corporation. This course is intended for those individuals who are thinking about further study in the area of accounting.

*AREAS OF STUDY:* The student will deal specifically with accounting systems for a merchandising business organized as a corporation, departmentalized accounting, automated accounting, and cost accounting.

*EXPECTATIONS:* Students will be expected to complete the assigned work with a high degree of accuracy and neatness. Simulations will be given to reinforce the information.

**COURSE TITLE:** Sports Management/Marketing #189**GRADE LEVEL:** 9 - 12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* Marketing is a course that will study the path that a product takes from beginning as an idea to being bought by a consumer.

*AREAS OF STUDY:* This class will look at advertising (magazines, newspapers, TV commercials, Internet sponsorships, etc.), pricing, labels, and store layouts.

*EXPECTATIONS:* Students will be expected to participate in class discussions and complete assignments. Students will also have to complete a large project in which actual goods will be designed and advertised.

**COURSE TITLE:** CCE Entrepreneurship #185**GRADE LEVEL:** 11 - 12**PREREQUISITE:** Intro to Business**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* Entrepreneurs are the cornerstone of the American free enterprise system. Students will learn risk of ownership, what new trends affect small business, success for ideas, and role of technology in today's businesses. From this experience students will learn the importance of working as a team, value of cooperation, commitment and attitude when forming and maintaining a small business venture.

*AREAS OF STUDY:*

Starting a Business & Financing, Business Structures Pricing, Business Model Canvas

**COURSE TITLE:** CCE Human Relations #161**GRADE LEVEL:** 11 - 12**PREREQUISITE:** Intro to Business**NO. OF SEMESTERS:** 1 

*COURSE DESCRIPTION:* Human Relations is a course designed to improve the student's ability to function in the workplace. This class will work on increasing the student's self-awareness and improving their ability to get along with customers, coworkers, and supervisors.

*COURSE OBJECTIVES:*

1. Student's will be able to demonstrate how learning effective human relations skills will help them grow personally and professionally. (Understanding) (Units 1 – 5)
2. Students will examine the need for effective communication when working with individuals, groups, and teams. (Analyze) (Units 6-8)
3. Students will identify how change, creativity, conflict, and stress management can be used to increase their human relations skills. (Apply) (Units 9 – 13)
4. Students will assess the importance of diversity, ethics, and social responsibility in a productive workplace. (Evaluate) (Units 14 – 16)

**COURSE TITLE:** Computer Programming #179**GRADE LEVEL:** 9- 12**PREREQUISITE:** Intro to Business**NO. OF SEMESTERS:** 1 **?**

*COURSE DESCRIPTION:* Computer Programming covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. Students will design and build apps, design and analyze algorithms to understand how they work, and learn how to design code.

*COURSE OBJECTIVES:* Students will be expected to complete the assigned work with a high degree of accuracy and neatness. Much of this course is laboratory oriented so students are expected to work individually. Each student is expected to complete all assignments, participate in class activities, and respect others and their opinions.

## Human Services & Family and Consumer Sciences

**COURSE TITLE:** Child Care #231**GRADE LEVEL:** 9-12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1 (2nd)

*COURSE DESCRIPTION:* This course helps the student learn to handle the responsibilities of guiding and caring for children in routine and crisis situations. Various theories of discipline will be examined to guide students make decisions as a care giver.

*AREAS OF STUDY:*

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. Special Needs of Children     | 5. Preschool observation & visits |
| 2. Careers working with children | 6. Guidance and Discipline        |
| 3. Child Abuse & Neglect         | 7. Children and play              |
| 4. Everyday safety & care        |                                   |

*EXPECTATIONS FROM STUDENTS:* Students in this course will be required to successfully complete a Baby Think It Over simulation experience.

All students are expected to attend class to actively and positively participate. All are expected to treat everyone in the room with respect. Students will be expected to utilize technology for projects and complete projects, activities and homework promptly.

**COURSE TITLE:** Child Development #230**GRADE LEVEL:** 9 - 12**PREREQUISITE:** None**NO. OF SEMESTERS:** 1  
**(1st)**

*COURSE DESCRIPTION:* Child Growth and Development helps students understand the normal course of growth and development of children beginning with conception. Included are units correlating past beliefs to present realizations, decision making revolving around parenting and career options, and problems associated with teen pregnancy. Students in this course will be required to successfully complete a Real Care simulation experience and Empathy Belly simulation.

*AREAS OF STUDY:*

- |  |                                  |
|--|----------------------------------|
| 1. Types and Progression of Growth and Development | 4. Preparing for Parenthood      |
| 2. Children in various stages                      | 5. Prenatal Development and Care |
| 3. The Decision to Parent                          | 6. Labor and Delivery            |
|  | 7. Teen Parenting                |

*EXPECTATIONS FROM STUDENTS:* All students are expected to attend class to actively and positively participate. All are expected to treat everyone in the room with respect. Students will be expected to utilize technology for projects and complete projects, activities and homework promptly.

**COURSE TITLE:** Intro to FACS**GRADE LEVEL:** 9**PREREQUISITE:** None**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* Intro to FACS is an introductory course for ninth-eleventh grade students to learn more about various FACS skills through a variety of units. It will be a more in-depth extension of junior high exploratory. *Intro to FACS is required before taking Foods classes.*

*AREAS OF STUDY: (included but not limited to)*

- |                                |                          |
|--------------------------------|--------------------------|
| 1. Kitchen Safety & Sanitation | 4. Meal Etiquette        |
| 2. Advertising & Coupons       | 5. Interior Design       |
| 3. Knife Skills                | 6. Simple Machine Sewing |

*EXPECTATIONS FROM STUDENTS:* All students are expected to attend class to actively and positively participate. All are expected to display good character and employability skills at their job site and in the classroom.

**COURSE TITLE:** Foods 1 #228**GRADE LEVEL:** 10 - 12**PREREQUISITE:** Intro to FACS**NO. OF SEMESTERS:** 1  
(1st)

*COURSE DESCRIPTION:* This is a course which provides “hands-on” experiences for students interested in foods for personal or career use. It presents information students need to be skillful food consumers, plus nutrition guidelines, and lessons on meals.

*AREAS OF STUDY:*

1. Meal Planning.
2. Following Recipes & Using Kitchen Equipment
3. Kitchen Sanitation and Safety.
4. Recipes Focused on the 5 Food Groups: Protein, Dairy, Vegetables, Fruits, and Grains

*EXPECTATIONS FROM STUDENTS:* All students are expected to attend class to actively and positively participate. All are expected to treat everyone in the room with respect. Students will be expected to utilize technology for projects and complete projects, activities and homework promptly.

**COURSE TITLE:** Foods 2 #229**GRADE LEVEL:** 10 - 12**PREREQUISITE:** Foods 1**NO. OF SEMESTERS:** 1  
(2nd)

*COURSE DESCRIPTION:* In this second level foods course more attention is given to combinations of foods, the art of baking, and global foods, as well as food “challenges” or competitions.

*AREAS OF STUDY:*

1. Food Related Careers
2. Soups, Stews & Sauces
3. Quick Breads, Cookies, Cakes and Pies
4. Foods Around the World

*EXPECTATIONS FROM STUDENTS:* All students are expected to attend class to actively and positively participate. All are expected to treat everyone in the room with respect. Students will be expected to utilize technology for projects and complete projects, activities and homework promptly.

**COURSE TITLE:** Viking Café #234**GRADE LEVEL:** 10 - 12**PREREQUISITE:** Foods 1 & 2**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* All students will learn the fundamentals of running a restaurant, including meal planning, cooperation & teamwork, ordering, serving, sanitation, and management. Students will run a café & carry out restaurant from the FACS room weekly. Students will also study for and take the ServSafe exam.



*EXPECTATIONS FROM STUDENTS:* All students are expected to attend class to actively and positively participate. All are expected to treat everyone in the room with respect.

**COURSE TITLE:** Work-Based Learning #221

**GRADE LEVEL:** 10 - 12

**PREREQUISITE:** Must be able to travel to job site.

**NO. OF SEMESTERS:** 1 and/or 2

*COURSE DESCRIPTION:* Students who register for WBL class are placed at job sites and receive credit for learning workplace skills and working, which will be regularly supervised by the FACS teacher. WBL will include some classroom time to build 21st Century Work Skills needed for careers. Students will develop skills such as interviews and résumé writing.

*UPDATE from prior to Fall 2019:* Students who wish to be teacher's aides at either the elementary or secondary level should enroll in this course for placement in a Northwood-Kensett classroom.

*EXPECTATIONS FROM STUDENTS:* All students are expected to attend class to actively and positively participate. All are expected to display good character and employability skills at their job site and in the classroom.

# **Applied Science, Technology, Engineering and Manufacturing**

**COURSE TITLE:** Drafting & Manufacturing I #365

**GRADE LEVEL:** 9, 10, 11, 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

**(1st)**

*COURSE DESCRIPTION:* An introductory course in drafting designed to acquaint students with the basic drafting fundamentals.

*AREAS OF STUDY:* Time will be spent covering the use of drafting equipment, lettering, sketching, techniques, dimensioning, multi-view drawing and Isometric drawing. Students will also design, develop and manufacture products of their choice.

This course is an important prerequisite for other Industrial Arts classes.

**COURSE TITLE:** Drafting & Manufacturing II #366

**GRADE LEVEL:** 9, 10, 11, 12

**PREREQUISITE:** Drafting I

**NO. OF SEMESTERS:** 1

**(2nd)**

*COURSE DESCRIPTION:* Drafting II is an advanced mechanical drawing course.

*AREAS OF STUDY:* This class will cover isometric drawing, geometric construction, orthographic projection, sections, pictorial drawings and dimensioning. Students will also design, develop and manufacture products of their choice.

*EXPECTATIONS OF STUDENTS:* The final part of the semester, each student will draw a residential floor plan of their choice.

**COURSE TITLE:** Woods I #363

**GRADE LEVEL:** 9, 10, 11, 12

**PREREQUISITE:** None

**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* Woods I will cover the area of beginning machine woodworking.

*AREAS OF STUDY:* Project planning, wood identification, hand tools, power tools, wood joints, methods of fastening, sanding and wood finishing, and safety. Tour of industry will be included.

**COURSE TITLE:** Woods II #364

**GRADE LEVEL:** 9, 10, 11, 12

**PREREQUISITE:** Woods I

**NO. OF SEMESTERS:** 1

*COURSE DESCRIPTION:* Woods II will cover the area of machine woodworking.

*AREAS OF STUDY:* Time will be spent on machine operations and safety, furniture and cabinet design, joinery, and finishing.

*EXPECTATIONS FROM STUDENTS:* Projects will be required.

Wood II and Construction Technology articulates with NIACC's Fundamentals of Carpentry I.

**COURSE TITLE:** Construction Technology #369

**GRADE LEVEL:** 10, 11, 12

**PREREQUISITE:** Woods I or  
Instructor Approval

**NO. OF SEMESTERS:** 2

*COURSE DESCRIPTION:* Construction Technology is a N-K course covering basic house construction. The purpose of the course is to learn house construction by building a “house style” structure (such as a shed) that will be sold at the end of the semester. A majority of this course will involve hands-on experience in construction work. We will work periodically with local area contractors. NOTE: this course hold be an important source of information, experience and community contacts for those students interested in either seasonal or full-time construction employment.

*AREAS OF STUDY:* Students will learn about building materials, house framing, roofing, door and window installation, siding, basic house trim work, reading blueprints, and interior drywall installation.

*EXPECTATIONS FROM STUDENTS:* Grades will be based on tests, quizzes, assignments and class participation. PLEASE NOTE: A LARGE portion of your grade will be based on the quality and frequency of your class attendance and participation. Although students do not need to have any familiarity with house construction, they must have the basic skills to use woodworking tools (both hand and machine tools).\

# Life Skills/Portfolio

**Life Skills/ Portfolio is a required course for graduation. This course is completed independent study throughout grades 9,10,11 and 12. Students must successfully complete 80% of the class objectives listed below. Learning Objectives and assignments will be offered periodically through electronic notification. Most assignments can be completed on line. (Edmodo and school email)**

## Middle School Life Skills Requirements

### **Parent/Student Orientation**

Students will attend the parent/student orientation training with the guidance counselor scheduled for the fall of the academic year.

### **Life Skills Training**

Life Skills is a research-based curriculum provided by Worth County Health. It focuses on good decision making skills and Tobacco, Alcohol, & Drug Awareness

### **Character Counts Program**

Periodically throughout exploratory guidance, we will use hands-on, high energy activities to re-affirm the Six Pillars of Character Counts. Teamwork, tolerance, and anti-bullying curriculum will be highlighted during these activities.

Special lessons will be taught throughout middle school to address the special needs of middle school students. Among the lessons may include a discussion on good manners, respect, and foul language and why it is inappropriate in many situations. Anti-bullying lessons, study skills, teamwork, conflict resolution, communication, & social skills lessons may also be highlighted

### **Risky Behaviors**

Students will be introduced to major risky behaviors that are common among teens and young adults. Students are instructed on alcohol use & abuse, Tobacco use, and common drug use. They will also discuss the consequences of teen pregnancy and early sexual activity. The goal of this unit is to educate students so they can make informed students as they mature into young adults. Abstinence-encouraged, researched-based curriculum will include value systems, abstinence, potential consequences of sexual activity, sexual assault, and learn more about giving consent/setting boundaries.

### **Mental Health, Suicide Prevention & the Grief Process**

Students can identify major mental illnesses, including warning signs of depression and/or suicidal thoughts. Students can identify how to get help or help someone they know. The grief process is also discussed, including its connections to depression. Students identify & practice strategies for coping with grief and relieving stress and other factors that contribute to depression and other mental illnesses. We will also discuss ways that we can get help if feeling depressed and suicidal, how to help if we know someone is suicidal.

### **Career Exploration**

7th grade students will complete four assessments provided in I Have a Plan Iowa to gain some initial data on their career preferences. Students will also explore their value systems, learning styles, and personality traits with a variety of assessment tools. Students will set long-term goals for high school based on the results of these exploration activities. Academic success and study skills are also covered as a part of this unit.

### **Four-Year Plans**

Students will re-assess their work interests in 8th grade. They will also explore potential careers of their choosing and compare them side-by-side. In addition to exploring potential areas of interests, students will make an initial four-year plan for their high school coursework.

### **Financial Literacy**

As an introduction to financial literacy, 8th grade students will play an online version of the “Real Game.” Students will be given an occupation, a marital status, and a number of children. From there, they must make practical decisions as to how they spend their monthly budget, including housing, transportation, food, clothing, taxes and other regular expenditures.

### **Healthy Relationships**

Students will explore what healthy relationships should look like. These relationships include dating relationships as well as family, friend, and work (school) relationships. Students can identify signs of unhealthy relationships and what should be done if they find themselves or another loved one in an unhealthy relationship.

### **High School Transition**

Students will explore the course book & handbook and receive an orientation to high school expectations, including graduation requirements, calculating GPAs, extra-curricular activities and sports, school rules & policies, job shadowing opportunities, college visit trips, CCE and AP courses, and other questions students have as they transition to high school.

## **Grades 9, 10, 11 & 12**

### **Personal Career Information Gathering and Analysis (Curriculum item # 1)**

Students will use a variety of assessments that will include “ISU MAP”. A brief self-analysis of the results will be submitted to the guidance counselor. Students will review in the same narrative the results of achievement tests and identify relationships to career plans.

### **Analysis of Achievement and other Test Results (Curriculum item # 2)**

Students will analyze and record on their portfolios any assessments (tests) results pertinent to their career decisions.

### **Update Portfolio, Review Career & Academic Goals and Revise Four-Year Plan (Curriculum items # 3&4)**

Students will update their portfolio to include course work successfully completed. Students will use acquired information collected over the previous year to update their course agenda for the remaining years of high school. The schedule will be reviewed and adjusted yearly. Students will also update all four pages of the portfolio where appropriate.

### **Attend a Career Fair and other Career opportunities at NIACC (Curriculum item # 6)**

Students will participate in the “Career Fair” event. Students will place the completed packets in their portfolios as the assessment tool.

### **Continue Job Shadowing Program (Curriculum item # 7)**

Students will continue to participate in the Job Shadowing Program. A log and journal of the shadow experience will be submitted to the guidance counselor upon completion.

### **Effective Campus Visit Training and Visits (Curriculum item # 8 &9)**

Students will gain the knowledge of how to use a campus visit to determine if the institution is appropriate for meeting their advanced training needs. They will make post high school training visits.

### **Take ASVAB/ Analyze Results (Curriculum item # 10)**

Students will complete the ASVAB test and analyze the results. They will submit a short paragraph comparing the ASVAB results to other career assessments already completed. The assessment results will be recorded in the Portfolio.

### **Post Secondary Entrance Exams (Curriculum item # 11)- Optional**

**Students will determine which assessments are required for post secondary training and complete them. (ACT, SAT, COMPAS, or other advanced training assessment tests) This will be done in preparation for advanced training and/or job placement. Students will record assessment results in their portfolios.**

### **Job Application, Interview Skills (Curriculum item # 12,13, & 14)**

Students will complete training of job application and interview skills in the English 12 classes within the Language Arts Curriculum.

### **Post Secondary Program Requirements (Curriculum item # 15)**

Students will use “ISU MAP” or similar preference avenues to determine which post secondary institutions provide training for their personal career needs. They then will investigate the admissions requirements of four institutions of choice. Students will submit explanation of the requirements and how they will personally be met. The requirements should be aligned with their present four-year plans.

### **Participate in Job Shadowing Program Training (Curriculum item # 16)**

Students will participate in the job shadowing program. Students will keep a log and journal of the shadow experience which will be submitted to the guidance counselor upon completion.

### **Decision Making Training (Curriculum item # 17)**

Decision making training will follow the curriculum from the activities developed by Dr. Ann Vernon in the Passport program on page 137. The Decision Making worksheet will be submitted to the guidance counselor as final assessment.

### **Complete a Senior Resume and a Mock Interview**

Students will complete Resumé training & a job interview experience as a part of Quarter 3 English 12 curricula.

### **Planning Sessions with Students and Parents (Curriculum items # 20 &21)**

Students and parents will attend a program presented by the College Planning Center. Topics covered included:

1. Choosing a training institution
2. Timeline for the senior year of high school
3. Scholarship information
4. Overview of financial aid

### **Financing Post Secondary Plans (Curriculum item # 22 & 23)**

Students will participate in a presentation addressing funding options for post secondary programs, during English 12.

### **Develop Timeline for Life Vocational Plan (Curriculum item # 24)**

Students will create a timeline for a Life Vocational Plan. This plan should contain specific years of completed anticipated training, job placement years, and projected job market entry dates.

**Scholarships and Financial Aid (Curriculum item # 25)**

Students will be responsible for a monthly check for scholarship possibilities. The counselor keeps a scholarship bank using Google spreadsheets and frequently updates it. During Iowa Tests, 12th grade students will receive training for the WCDA and other local scholarships. Attendance is required. The students will file FAFSA forms for federal aid shortly after October 1 of the current year.

**Personal Finance Management Training (Curriculum item # 26)**

Personal Finance will include practical knowledge for individual money management as independent adults. Topics will include loans and credit cards, and may incorporate the EverFi Financial Literacy curriculum.

**Complete and Submit Portfolio for Course Credit (Curriculum items #27)**

The completed portfolio with all necessary documentation will be submitted to the counselor for course completion and credit.

**Miscellaneous Items (Curriculum item # 32 & 34)**

Items that qualify as Life Skill Training experiences and do not fall in any other topic area listed above may be submitted to the counselor for consideration of acceptance under this area. (Examples: Special artifacts beyond the allowed number of points in any above areas, exceptional honors not connected with a school activity, special or advanced credits either at the high school or college level that does not earn high school graduation credit.) There will be an additional place to show 5 additional points in the senior year for special considerations for students who wish to focus above the minimum requirements on any of the above requirements. Evidence of advanced work must be provided.

Students must also complete the "I Have A Plan" guideways for the appropriate year before they can register for the next academic school year. Portfolio points are built in to the matrix for this task.

# SENIOR YEAR PLUS

## (Northwood-Kensett High School Dual Credit Requirements)

The intent of senior year plus statute is to ensure all students in Iowa have increased access to courses that have the potential to generate college credit while in high school. The state statute requires all students enrolling in college credit courses be proficient in reading, math, and science. At Northwood-Kensett High School, dual credit courses include:

- Advanced Placement courses (AP)
- Concurrent enrollment courses at NIACC
  - *Note: Courses that are labeled “Career and Technical Education” are excluded from these requirements, including Career Academy courses*
- Post-secondary Enrollment Options courses (PSEO at Waldorf)

### **APPROVED CRITERIA ENSURING READING, SCIENCE, & MATH PROFICIENCY:**

1. The student scores at the minimum proficiency cut on the math, ELA, and science portions of the ISASP Assessment (below)
2. OR the student scores at the minimum proficiency cut in the assessment most closely corresponding to the course in which the student wants to enroll (e.g. to take Composition I a student would need to score as proficient or above in the English Language Arts subtest of the ISASP, but would not necessarily need to also score as proficient or above in the Math or Science subtest)
3. OR the student scores an 18 or higher composite score on the American College Testing exam (ACT).
4. OR the student scores at the level on the Accuplacer Test which NIACC recognizes as its entry-level score for a specific course.

Grade	Assessment	Not-Yet-Proficient	Proficient	Advanced
8	Math	385 to 489	490 to 605	606 to 720
	Science	385 to 507	508 to 608	609 to 720
	English Language Arts	385 to 493	494 to 593	594 to 720
9	Math	410 to 512	513 to 625	626 to 750
	Science	-	-	-
	English Language Arts	410 to 504	505 to 617	618 to 750
10	Math	435 to 536	537 to 653	654 to 780
	Science	435 to 544	545 to 655	656 to 780
	English Language Arts	435 to 529	530 to 641	642 to 780
11	Math	460 to 558	559 to 674	675 to 800
	Science	-	-	-
	English Language Arts	460 to 560	561 to 659	660 to 800

CCE courses may also require Accuplacer or other testing to ensure achievement levels sufficient to successfully complete the course.

*\*Requirements were last updated in 2023.*

# ONLINE ADVANCED PLACEMENT CLASSES

## Iowa Online AP Academy

Grades 11 and 12 & with approval

Advanced Placement classes will be offered **ONLY** as funding becomes available.

AP English Language and Composition #24 (2 semesters)

AP English Literature and Composition #25 (2 semesters)

AP Macroeconomics\* # 152 (1 semester)

AP Microeconomics\* # 153 (1 semester)

AP U.S. Government and Politics\* # 147 (1 semester)

AP U.S. History # 148 (2 semester)

AP Psychology\* # 158 (1 Semester)

\* Denotes a one-semester course. One-semester courses can be taken either semester.

\* All others are two semesters.

**EXPECTATIONS FROM STUDENTS: AP STUDENTS MUST MEET ALL THE REQUIREMENTS OF SENIOR YEAR PLUS.**

Advanced Placement is for the committed students who can organize and keep pace with reading and writing assignments. Students need to plan for one hour of homework per day. Students are encouraged to take the College Board Exam.

**CREDIT:** Students will receive high school credit for their course. College credit depends on the score earned on the College Board Exam. The College Board exams are offered each spring at N-K. Students are responsible for the cost of the exam.

Contact Mrs. Smalley concerning the online AP course opportunities at Northwood-Kensett.

### **AP English Language and Composition #24**

In AP English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP Exam and for further study in communications, creative writing, journalism, literature, and composition.

**Course Length:** Two semesters

**Prerequisites:** At least a B in most recent English course and written approval of the course mentor.

**Standards:** The College Board topic outline for AP English Language and Composition



## AP English Literature and Composition #25

AP\* English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP Exam and for further study in creative writing, communications, journalism, literature, and composition.

**Course Length:** Two semesters

**Prerequisites:** At least a B in most recent English course and written approval of the course mentor.

**Standards:** The College Board topic outline for AP English Literature and Composition

## AP Macroeconomics #152

AP\* Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP Exam and for further study in business, political science, and history.

**Course Length:** One semester, 160 course hours

**Prerequisites:** At least a B in most recent social science course and written approval of the course mentor.

**Standards:** The College Board topic outline for AP Macroeconomics

## AP Microeconomics #153

AP\* Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, and at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under different economic conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. The equivalent of an introductory college-level course, AP Microeconomics prepares students for the AP Exam and for further study in business, history, and political science.

**Course Length:** One semester, 155 course hours

**Prerequisites:** At least a B in most recent social science course and written approval of the course mentor.

**Standards:** The College Board topic outline for AP Macroeconomics

## AP U.S. Government and Politics #147

AP U.S. Government and Politics studies the structure and operations of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP Exam and for further study in political science, law, education, business, and history.

**Course Length:** One semester

**Prerequisites:** At least a B in most recent social science course and written approval of the course mentor.

**Standards:** The College Board topic outline for AP U.S. Government and Politics

## AP U.S. History #148

AP U.S. History analyzes and explores the economic, political, and social changes in America since Columbus. Students master historical knowledge and critical analysis, build reading, writing, and communication skills, and discover how historical events have contributed to American culture. In the process, they'll learn how decisions and events of the past continue to have profound effects on the world today and how knowledge of the causes behind past events can influence future decisions. By the end of the course, students will be ready to put their factual knowledge to work by weighing evidence and interpreting problems presented by historians. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP Exam and for further study in history, political science, economics, sociology, and law.

**Course Length:** Two semesters

**Prerequisites:** At least a B in most recent social science course and written approval of the course mentor.

**Standards:** The College Board topic outline for AP U.S. History

## AP Psychology #158

AP Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They'll study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of a 100-level college survey course, AP Psychology prepares students for the AP Exam and for further studies in psychology and life sciences.

This course has been authorized by the College Board to use the AP designation.

**Course Length:** One semester

**Prerequisites:** At least a B in most recent social science course and written approval of the course mentor.

**Standards:** The College Board topic outline for AP Psychology

# **Concurrent Enrollment (CCE) Coursework**

Qualified students generally in grades 11-12 may enroll in concurrent enrollment courses for college credit as well as high school dual credit if they meet the “Senior Plus” requirements and criteria as required by NIACC and the state legislature. North Iowa Area Community College is the provider for PSEO classes taken at Northwood-Kensett. Students taking classes from other sources than NIACC must meet certain strict criteria.

Students in grades 9 & 10 who participate must be identified as TAG (CHIP) students and meet the “Senior Plus” requirements. The counselor and the principal must approve all students. Students who maintain a cumulative grade point average of 3.00 or above are generally considered good candidates for these courses.

Students receiving grades in the D-F range can sometime be placed on academic probation by the colleges offering the courses. Academic probation can ultimately prevent a student from securing financial aid in the next year. This would mean that students placed on academic probation would not receive financial aid in their first year of full-time college. Grades will be included in the student's high school GPA. See the counselor for registration materials.

**Guidance for CCE courses can be found on this Google Doc.** *Information for Concurrent Enrollment classes will be updated each semester. Please contact the counselor for additional information.*

# Career Academy Programs (NIACC)

## A Jump Start on College and the Future

Through the North Iowa Area Community College Career Link program, qualified students can earn a year of college career program credit while still in high school. This is made possible through a close cooperative relationship between Northwood-Kensett High School and North Iowa Area Community College (NIACC).

All tuition and textbook costs are paid through a combination of high school, NIACC, and state incentive funds. There is no cost to the student, except for transportation, and tools for some programs. In most cases, the student can complete the first year of an associate (two-year) degree career program by the end of his/her senior year.

### Career Link Programs Available:

- Heating & Air Conditioning
- Industrial Systems & Maintenance
- Building Trades
- Welding
- Automotive Service Technology
- Tool & Die
- Diesel Technology

### NURSE AIDE PROGRAM DESCRIPTION

The Nurse Aide (NA) course prepares individuals to work in long-term care facilities (LTC) and hospitals. Emphasis in the course is on students achieving a basic level of knowledge and demonstrating skills to provide safe, effective resident care. The course has been developed in six units of study. The theory portion includes 30 hours of classroom time and 15 hours of laboratory practice. The clinical experience includes 30 hours experience in a nursing facility.

Upon completion of the Certified Nurse Aid (CNA) course, a state written test and a skills demonstration test must be completed with a score of 70 percent or better. Successful completion of these tests is required to be placed on the Department of Inspections and Appeals Direct Care Workers' Registry. Placement on the registry is necessary for employment as a CNA in long-term care in Iowa.

### Program Benefits Students

The Career Link program has numerous advantages for students, not the least of which is the fact that they are prepared to enter the work force with skills that make them highly employable.

Students also:

- Save one year's time and one year's tuition costs
- Receive dual (high school and community college) credit for completed course work.
- Experience college success while still in high school.
- Ease transition to college.
- Enhance self-esteem and self-confidence.
- Develop career focus and strengthen skills.
- Achieve academic and personal goals.

**Making It Work**

Normally, Career Link is started during Junior year when students take required high school preparatory courses. During Senior year, students have the option to spend either mornings or afternoons on campus, and they attend classes at NKHS to fulfill graduation requirements.

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The NIACC School Partnership coordinator, works with Amy Hansen, NKHS school counselor, to maintain a close watch on student progress. They receive a periodic progress reports every on each student from NIACC instructors who teach Career Link students.

**To Learn More:**

Further information about Career Link is also available on the NIACC website at [www.niacc.edu](http://www.niacc.edu). In the center of the page, click on Career Link to find out more about educational opportunities for high school students.

Students and parents may also contact Amy Hansen at Northwood-Kensett High School, 324-2142 extension 117, or NIACC, 1-888-466-4222, extension 4164.

**Finding out about Career Link opportunities enables students to make the most of their remaining high school years.**